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ABSTRACT

With the fast growth of online distributed educational resources, objective criteria are needed for evaluating resources and describing their structure and content. The study conducted an analysis of 22 popular ESL Web sites based on 99 characteristics in 18 categories. Their purpose was to describe existing Web sites using these characteristics, and to find their common and unique features. By asking the question, "What do we look for in a useful Web site?" all requests can be divided into five topics: (1) information; (2) materials for teachers and students; (3) communication; (4) publishing; and (5) learning. Characteristics of Web sites include: users, audience, access, language, content, and provider, incorporation of a communication function, support/help functions, relevant links and information for teachers. Web site features also include organization, update, navigation, and design, and organization around a menu versus a local or global search engine. The research showed that there are three types of ESL Web sites: "liaison," listing only links to other sites; "supportive," that also offer learning or teaching materials; and "comprehensive," providing full-scope online courses. In demonstrating the findings, the report provides a full description of the Web sites--including consideration of Web site structure, organization and content evaluation--and proposes some guidelines for the creators of ESL Web sites. (Contains 33 references.) (Author/AEF)

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ESL/EFL Web Sites: What Do Users Need And What Can They Expect To Find There?

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Abstract

With the fast growth of online distributed educational resources, we need objective criteria for evaluating resources and describing their structure and content. We conducted an analysis of 22 popular ESL websites based on 99 characteristics in 18 categories. Our purpose was to describe existing websites using these characteristics and find their common and unique features. By asking "What do we look for in a useful website?" all requests can be boiled down to five topics:1) Information, 2) Materials for teachers and students, 3) Communication, 4) Publishing, and 5) Learning.

Characteristics of websites include the following: *users*, *audience*, *access* , *language*, *content*, *provider*. Incorporation of a *communication* function, *support help* functions, relevant *links* and *information for teachers*. Website features also include *organization*, *update*, *navigation* and *design*, and organization around a *menu* vs. a local or global *search engine*.

Our research showed that there are three types of ESL websites: *liaison*, listing only links to other sites; *supportive* that also offer learning or teaching materials; and *comprehensive*, providing full-scope online courses.

In demonstrating our findings, we provide a full description of the websites—including consideration of website structure, organization and content evaluation—and propose some guidelines for the creators of ESL websites.

ESL/EFL Web Sites: What Do Users Need And What Can They Expect To Find There?

Introduction

Our search for information today starts with a computer that is connected to the Internet, rather than with a library catalogue. In the last few years we have experienced a shift from the library-based information search to the Web-based information search, and taken advantage of the Internet as a communication tool. The main goal of this search for a learner or teacher of English is to find Web sites containing the necessary information and learning or teaching resources that meet their needs. We analyzed a number of ESL/EFL (English as a Second/Foreign Language) Web sites in order to understand what is currently available on the Web. The purpose of our research was to identify their major characteristics.

A Web site is an information resource and/or an informational interface providing, like a switchboard, connections to other Web sites with their own informational resources. So, Web sites actually offer two major types of information: their own resources developed by the given Web site creators, and the links to related Web sites. Educational resources may include online distance courses for learners and teachers and/or supporting materials that contain texts, activities, tests, etc. The learning courses are either mediated by Web site instructors who facilitate the learning and offer feedback, or are intended only for self-learning.

According to the principle of self-sufficiency of online educational resource we introduced (Serdiukov, 2001), Web sites can be of three types: *liaison, supportive* and *comprehensive*. Each type enters as a component into the subsequent one. Thus, liaison sites offer nothing but links, being devoid of their own materials. These links are

organized around some topic and may be structured according to some criteria, e.g. the popular TESL/TEFL/TESOL/ESL/EFL/ ESOL Links site contains 25 topics and 13 subtopics for students and 35 topics and 15 subtopics for teachers. Supportive sites offer materials developed or collected by the Web site creator that can be helpful for individual learners and, sometimes, teachers, e.g. Dave's ESL Cafe. Web sites of this type also provide links to related sites. However, only the last type, which embraces various resources and learning courses, can be considered a comprehensive site.

Regretfully, learners and teachers do not fully utilize the potential of Web-based resources because the search is currently quite overwhelming and time-consuming, and the Web sites are not often optimally designed and organized. There has been little scholarly discussion so far in the field of ESL regarding design, structure, content and quality of the Web sites used to teach the English language. We need to rationalize Internet navigation through developing new search engines and, at the same time, to effectively structure and present the online resources and Web sites themselves. It is clear that the outcomes of Internet teaching/learning resources' use and online education in general to a great extent depend on the efficiency of their search and selection, on the one hand, and on the relevancy and structure of informational resources that should be available in a "well-organized form" (Romiszovski, 1997), on the other. We believe our findings can help learners and teachers as well as Web sites developers and providers in using and designing Web sites.

Rationale

Taxonomy of Objectives

There are various approaches to describing Web sites. One of them is presented in the taxonomy of objectives for ESL Web sites (Mills, 1997):

1. Publishing Teacher materials
2. Publishing Student Work
3. Linking to Resources
   - For cultural, linguistic information, etc.
   - For OFF-line activities (composition, discussion, etc.)
   - For ON-line activities
4. Supporting Email Exchange Projects
5. Providing Student Feedback
6. Providing Language Practice
7. Teaching Internet Skills

J. Nelson in his thesis *"A System for the Evaluation of ESL Web Sites"* (1997) considers the objectives for the ESL Web sites, scope of the audience, and target level. The evaluation system developed by him includes several criteria for evaluating Web site design and construction: content, revisitability, appearance, navigation, load speed, and technical (HTML) quality. He also discusses criteria for pedagogical and design/construction categories.

Our approach is somewhat different (Serdiukov, 2001). We analyzed the Web sites asking a question: What do we look for in ESL/EFL Web sites? All our requests can be boiled down to five major topics:

1. **Information**: news, ideas, tips, leads, etc.; jobs, conferences, ESL/EFL programs, links to schools and colleges, professional organizations, online publications and databases.
2. **Materials**: for teachers - to support teaching (lesson plans, texts, activities, tests, etc.), for students - to support learning (texts, tasks, activities, tests, etc.).
3. **Learning**: online courses with or without instructor's facilitation (on- and off-line).
4. **Publishing**: downloading and printing out somebody's materials, uploading one's works through the Web.
5. **Communication**: maintaining contact, getting answers to our questions, sharing ideas, practicing communication and language skills through chat, bulletin boards, discussion forums, listservs, penpals and email.

One more point to our discussion may be important to many educators: creating one's own Web sites. There are many good materials on Web site development, among them *Internet for English Teaching* (Warschauer, Shetzer, & Meloni, 2000), *The Internet and Web Design for Teachers* (Anderson, 2001) and *Blueprint to Develop a Great Web Site* (Ruffini, 2001). The latter proposes a blueprint for developing a Web site. This blueprint has two components: Systematic Planning and Design and Development. They include the following elements:

- Systematic Planning – Web audience, goals and objectives, sketch of the Web site, selection of a Web authoring tool;
- Design and Development – navigation structure, design elements, homepage and page construction, and graphics.

These guidelines can be useful in the development of an ESL Web site. However, as you will see from our findings, there are other issues that should as well be taken into account while working on your Web site.

In view of the growth of distributed Internet resources, it becomes more urgent that the sites be updated and evaluated (Kirk, 1996). There are two most ordinarily used criteria for evaluating the site: the number of hits, which is unreliable, as we have discovered, and the number of references to the site. An expert evaluation approach can also be used: a group of experts may be asked to evaluate the organization, structure, content, and format of the Web sites in each specific area, e.g. ESL/EFL links may be checked once in a while (once a year?) and the results of such an evaluation will be made public thus serving as a guide in the multitude of Web sites. The question is, who will be able to undertake such a venture? There is certainly a need for a clearer standard for judging the usefulness of a Web site. Some attempts have been made to help students evaluate different sites (Warschauer et al., 2000, UIC's SCAILAB page). The latter raises some issues that a user needs to consider in evaluating Web pages.

Nelson (1997) suggests promoting effective and appropriate use of technology for education through creation and distribution of evaluation systems for computer equipment, software, and activities. However, no systems specifically for the evaluation of Web language-learning materials have been yet produced. Therefore, systems for evaluating Web-based materials need to be further developed and made available to a large number of educators so that they can make informed choices about what Web sites to use for their classes and how to maximize the pedagogical effectiveness of teacher-developed Web materials.

Methodology

We analyzed the first 100 ESL/EFL Web sites in each of the 11 most popular search engines: Netscape, Alta Vista, Ask Jeeves, Excite, GoTo, Hotbot, LookSmart, Lycos, Google, Yahoo and Infoseek/Go.com and chose 21 of them that could be found in the majority of these search sites. To this list we added our recently developed DEEEP Web site developed for the Distance Education ESL Endorsement Program at the University of Utah in which we tried to incorporate many of the advantages that Web-based education offers at the present (Crow, Sebastian, & Serdiukov, 2000).

Search Engine / Web site	Last updated	Netscape 82 Web sites	Alta Vista 991,574 Web pages	Ask Jeeves	Excite 65,610	GoTo	Hotbot	LookSmart 1034	Lycos 5,920	Google 53,300	Yahoo! 7 categ. and 198 sites	Infoseek (Go.com) 76,822,023
1. TESL/TEFL/TESOL/ESL/... Links	11/00	-	1	11	1	1	16	37	7	1	1	3
2. Dave's ESL Café	11/00	25	35	3	5	2	9	43		6	2	4
3. Englishtown	01/01											
4. Linguistic Funland	12/00	68	36					79		18		16
5. NETEACH	12/00				79					99		17
6. Global English	12/00										60	21
7. ESL House	-		71						25			
8. Peak English	12/00										59	
9. English Online	-			33								
10. US Department of State	-						41	73				
11. CUNY Gopher	-		89									93
12. ESL/EFL Educational Resources	12/00		15	1		22	1	69	1	51		
13. ESL/EFL Resources	01/00		5		28	7	23			19		67
14. Activities for ESL students	-			15	12		58	41				2
15. John's ESL/EFL Resources	10/00		16		84					13		
16. DEIL/IEI	-											
17. Planet English	09/00					13	29	51		10	62	
18 ESL and EFL games, songs...	-							88			3	20
19. ESL Magazine Online	10/00		50		14	65				44	12	9
20. The English Zone	03/00						41	73				
21. TESOL Online	04/00	34										21
22. DEEEP	04/01											

Table 1. ESL/EFL Web Sites

These Web sites are presented in Table 1 which shows the rank of each site in every search engine list. This table also gives the number of Web pages found (if it is shown on the search site) and the date of the last update (according to Alta Vista). (Note the Web site ranking is constantly changing due to the Internet's volatile character, some Web sites may disappear, so these data were current as of March 30, 2001.)

The rank of the site in the search engine list is dependent on how often the site has been approached. However, this information is deceptive: thus, one of the most popular sites is ESL/EFL Educational Resources (according to our data, it was the No.1 site in AskJeeves, Hotbot and Lycos). Actually, it is a purely liaison site with a limited list of links: out of just nine links it lists, five are dead, one is moved to another location, one is dated as of 1995, and only two are current. We understand that the rank of a site in a certain search engine list reflects not so much its content or usefulness as the peculiarity of the search engine that accepts search requests by key words, so the most generic name of the site will attract the most hits. Isn't ESL/EFL Educational Resource something we would type first when looking for specific materials? This is why at the top of the list you will find such sites as TESL/TEFL/TESOL/ESL/EFL/ESOL Links, ESL/EFL Educational Resources, ESL/EFL Resources, Activities for ESL/EFL, and ESL Online, while John's ESL/EFL Resources, Planet English, the English Zone, Peak English, Global English and others that include some differentiating word are often located somewhere at the bottom of the list. Probably only Dave's ESL Café can be considered unique in this category, due to its long-standing popularity grounded on its interesting and useful content, easy navigability and constant updating work by its creator Dave Sperling.

We found out that only some search engines give a short description of the Web site, and very few give some ranking - see AskJeeves, for example. Alta Vista is the only engine that consistently gives the update - this information is very important as it shows if the site is current. Absence of this information means that the search would be ineffective as you cannot get an idea which of the Web sites is worth looking at. For instance, there is an outstanding SUNY Gopher site that has not been undated since 1996.

Findings

We analyzed these 22 Web sites by the criteria we developed on the basis of the objectives described above in the process of our research. In all we included 99 characteristics in 18 categories. A detailed list of Web site characteristics is presented in the Appendices 1 and 2 – they contain the inventory of characteristics for 11 sites each.

1. General Characteristics

We identified the following general characteristics of the Web sites: users, audience, content, site attributes, access, training, language and provider.

1. Users: Most of the Web sites are for both learners and teachers, e.g. Dave's ESL Cafe, ESL House, Planet English, etc., however, there are some that target only one of these groups: for learners – Activities for ESL Students, Global English; for teachers – TESL/TEFL Links, ESL Magazine, TESOL Online. In our survey, 18 Web sites targeted teachers and 14 – learners. Two Web sites (ESL/EFL Educational Resources and The English Zone) were not specific about its target audience. In our view, a Web site is better appreciated and more efficiently used if the users are plainly defined, and the distinction between information and resources for either teachers or students is clear cut

2. Audience. Due to the global character of the Internet, practically any Web site can be reached globally – in our study 18 out of 22. However, some sites (5), primarily the commercial ones that offer facilitated instruction (e.g., Englishtown, English Online, Planet English) and the University of Illinois, Urbana-Champaign site DEIL/IEI Lingua Center focus on local audience (the students who pay the tuition fee). It is natural for the commercial Web sites to do so, however, we believe that by offering some free information and resources these sites will increase the number of visits, which may become a great marketing tool. This, together with the paid tuition, would attract many more users (see, for instance, the DEEEP Web site). The DEEEP Web site is a typical site aimed at a local audience; however, many of its resources are open to the public at large.

3. Content. It was probably to be expected that a limited number of Web sites (only 6) would offer their own authentic materials since original and much in demand resources can be sold for money. Thus, commercial Web sites sell their courses and educational services (Englishtown, Planet English, etc.). Some individual enthusiasts do so for free: see Dave's ESL Café, and John's ESL/EFL Resources. Some sites (4) offer a mix of their own and distributed resources (DEEEP, The English Zone, Dave's ESL Cafe, and John's ESL/EFL Resources). The majority of sites (12), however, just give links to a multitude of distributed resources (TESL/TEFL Links, ESL/EFL Resources, etc.).

4. Attributing the sites from the point of view of their completeness, we discovered that eight sites are supportive (Linguistic Funland, ESL Magazine, TESOL

Online, etc.), seven are pure liaison sites, and seven are comprehensive (usually commercial Web sites).

5. Access to most of Web sites (14) is unrestricted; however, commercial sites (3) usually protect their instructional potential and require subscription (and pay) for the user to receive access to their courses. This is why it was difficult to evaluate the materials offered by such sites. Several sites (5) offer both protected and free materials (Global English, Peak English, ESL House, Englishtown and DEEEP).

6. Training, if offered, is non-accredited with a few exceptions (Englishtown, DEEEP). Six sites offer non-accredited training. Two sites provide support of the campus/site-based education (DEIL/IEI Lingua Center and DEEEP).

7. The language of the Web sites is usually English, as expected. Still, some sites can be reset to read in a user's native language and offer a translation function (Englishtown, Global English).

8. Providers. There are four categories of providers: individuals, businesses, academic institutions and the government. In our research, we found out that there are more business sites (12) than individual ones (6), and fewer academic (3) and government (1) sites.

2. Technical Characteristics

Technical characteristics describe such formal features of Web sites as structure and organization, design, navigation, update and search capabilities.

9. Site features. Site *structure and organization*, *design* and *navigation* can be of various levels of quality, it can be regularly *updated* or be dead since time immemorial

but, like a satellite, be still in orbit. We evaluated these features on a 1-5 scale, 1 being the lowest, and 5 – the highest. When we could not find any information on the update, we graded 0. The structure and organization of the Web site, its design and navigation ease depend on the provider: institutional and business Web sites are usually better organized, more regularly updated, easily navigable and have a more attractive design than most individually developed and supported Web sites, with a rare exception (e.g. Dave's ESL Café and John's ESL/EFL Resources). Most of the Web sites, unfortunately, do not show their origination date or the last update, though some have obviously old or empty links, so there is no way to know if the site and its resources are current. Commercial sites often have a copyright year, but no more specific date. DEIL/IEI Lingua Center's Web site had their last update on Thursday, but no year is given.

10. Search capabilities. Almost all of the Web sites use menus (20), two also provide a site map (ESL Magazine, DEEEP) and some can help to do a local search within the Web site (TESL/TEFL Links, Linguistic Funland, etc.); three supply a connection to one of the major search engines (Linguistic Funland, DEIL/IEI Lingua Center, and DEEEP).

3. Content Characteristics

Content characteristics embrace the following: types of materials (courses, learner's or teacher's materials, texts, activities, etc.), material evaluation, level of learning and language skills, communication and support/help, as well as links to other relevant sites and information for teachers and learners.

11. Materials. We can talk of the content if there is any, besides the links. As we found out, 12 out of 22 Web sites offer the content in the following form: courses for learners (6), learner's materials (6), teacher's materials (4), lesson plans (1), ready-made lessons (1), activities (3), tests and quizzes (5), as well as audio (2), multimedia (2) and online (7) materials. We tried to identify whatever content we found and reflected the findings in Appendices 1 and 2. Links to bookstores are given on five sites.

12. Material Evaluation. Materials can be evaluated from the points of view of their completeness, authenticity and currency. Online courses are usually offered through commercial Web sites that charge for using their materials, so there is no way to evaluate them except by signing up for the course. We could evaluate the content of the protected Web sites only on the basis of the information presented on the home page and in lesson samples. Few Web sites (6) offer complete materials. Due to copyright restrictions, materials placed on the Web are usually authentic (9). Not all of them are current (only 9 out of 22).

13. Level of learning. Available materials on the Web are for the beginning (2) and intermediate (3) level. There are no sites for advanced level learners. Some sites (7) offer multiple level courses and materials. ESP or Business English learners were targeted on some commercial sites (Global English and English Online).

14. Language skills. Due to the predominantly textual character of the Internet, the better part of the materials is focused on reading (6) and writing (3) skills, and on grammar (8) and vocabulary (10). Some sites include listening (5) and speaking (4) skills. With the development of more advanced hardware and software, of better Internet capabilities, and with a wider user access to the more sophisticated Web features, we will

see more materials for listening, speaking and communicating and more visual, audio and multimedia materials.

15. Communication. Of the sites we examined, communication, if it was offered, was mostly in asynchronous mode: email (5), bulletin boards (3), discussion forums (2), listservs (1) and penpals (1). As for the synchronous communication, 5 sites offered chat rooms. A complete description of the various forms of student-to-student and teacher-to-student communication that can be facilitated through the Internet is presented in Warschauer et al. (2000).

16. Support/help. Here we have in mind practical recommendations and advice on how to use this particular course or material. This is a very important aspect of distance education, particularly if there is any instruction or learning involved. This feature must to be available on sites offering materials for independent learning. Unfortunately, we could not locate much of this on the Web. Course support was found on four Web sites, learner tips on one, cultural issues on three, and professional development on three. FAQ files were found on The English Zone and English Online.

17. Links. Almost all the Web sites (17) give lists of related links, many offer actually nothing but links, and quite often these links are not very well organized or structured. They normally lead to similar sites and resources, sometimes including URL's of academic institutions and schools (4), professional organizations (6), and publication sources, like online journals or single publications, hardcopy references, and, eventually, links to bookstores, e.g. Amazon.com (8).

18. Information that might be interesting to the teachers includes professional news (3), ads about conferences (2), and jobs (10); information for both learners and teachers – ESL programs abroad (4) or in the USA (1).

Conclusions

Our research of the existing ESL/EFL Web sites proved that Internet-based distributed resources for learners and teachers of English have became widespread and abundant. The Web sites we analyzed target more teachers than learners, though many are intended for both categories of users. The majority of the Web sites are accessible for users globally and for free. More sites offer links to other sites rather than their own authentic materials. The sites are predominantly supportive and liaison, few are comprehensive providing, besides information, courses for learners of English. These courses that are run by commercial organizations are usually protected and require paid subscription.

The language of the Web sites is naturally English, but a few provide a choice of languages for users and a translation function. Most of the sites put on the Web belong to businesses or individuals.

Site features, such as structure and organization, design and navigation, differ in quality, the dates of the site origination and last update are seldom revealed. The main search tool is the menu while a few Web sites also show site maps, provide a local (internal) search function and sometimes connection to a major search engine.

Web-based material evaluation was difficult to conduct as only a few Web sites put some materials on the Web and course materials are usually protected. Whatever is available is mostly scattered, disconnected and incomplete. We could find just a few Web

sites that offered a more or less complete set of materials. The materials are intended primarily for lower levels of learning - beginning and intermediate, and are focused predominantly on reading, writing, grammar and vocabulary. In spite of these limitations and deficiencies, Web-based materials become more and more in demand because they are easier to find and use than printed materials.

Few ESL/EFL Web sites fully utilize the capabilities of the Web to enhance the language learning experience through multimedia and interactivity. Less than half of the Web sites provide some form of communication, mostly in the form of email, chat and bulletin board. Little support/help is found for learners (how to learn English effectively), as well as for teachers (methods and techniques of teaching ESL).

The better part of Web sites give links to relevant sites: some just a few, others - hundreds. Information for learners is limited to ESL programs in the US and in other English-speaking countries. For teachers, many sites give job information, some run professional news including ads about conferences.

As the majority of Web sites are designed for random individual users, their structure is determined by the willingness and capability of the designers to cover as many topics and items as possible. The ensuing effect is the overloading of the home page. The overload, naturally, hinders the effectiveness of the search, evaluation, and use of the resources. The specialized sites that provide certain services, e.g. accredited training and learner support, are more narrow and focused.

Our findings showed that ESL/EFL Web sites are mostly informational resources rather than learning or teaching support. What is disappointing is that quite a few

individually developed Web sites are not well-organized, designed and supported; their content is of little value. Many sites are not updated or do not give the last update.

Clear information representation on the Web site and easy access to the resources facilitate the user's ability to find and process the available information and materials. The degree to which the user/teacher can access and manipulate those resources should be increased through better structuring and organization.

We would like to conclude by suggesting some guidelines for the creators of Web sites that are based on our research:

1. First, try to clearly envision what you are going to put on the Web, for whom, and how they are going to use it.
2. Make an effort to make it useful, convenient to navigate and use, and pleasant to look at.
3. Avoid placing information that already exists on the Web. Do your best to be innovative about both the content, structure of the Web site, and its design.
4. Make your Web site as complete for the given purpose as possible – this will attract more users.
5. Always give links that would connect your resources to other ones which will complement yours – this will make your Web site more useful.
6. A Web site is like a works of art: the more you look at it, the more meaning and value you find in it. So, regularly return to your Web site – see, how it can be improved, or updated, what should be changed or deleted. Update is essential for all Web sites.

7. It would not be bad to look at other Web sites and see what you can borrow from them to improve yours in organization, content and design.

Thus, we have outlined above some of the considerations that need to be addressed in developing and using ESL/EFL Web sites, such as the intended users, audience, content, and access of the site, as well as criteria for judging the content including the language skills incorporated, the level of learning, and the types of communication available. We gave an initial grading of 99 characteristics of 22 well-known ESL/EFL Web sites, among which we found outdated sites and sites with a mix of strong and weak materials. We suggest that such evaluations be regularly updated, perhaps by a panel of experts such as members of TESOL. There is much to be found on the Web that can assist learners and teachers of English, but there should to be a more efficient way to sort through the available materials so that the Web becomes an efficient learning and teaching tool.

There are more things to do in ESL/EFL Web site research: special studies should be focused on pedagogy of Web-based learning and teaching, online courses have to be thoroughly investigated and evaluated, and different approaches to English teaching and learning through the Internet are to be presented together with empirical data.

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Web Sites

TESL/TEFL/TESOL/ESL/EFL/ESOL Links: http://www.isabelperez.com/tesllinks.htm

Dave's ESL Café: http://www.pacificnet.net/~sperling/eslcafe.html

Englishtown: http://www.englishtown.com/master/welcome/default.asp?buffer=true

Linguistic Funland: http://www.linguistic-funland.com/tesl.html

NETEACH: http://www.ilc.cuhk.edu.hk/english/neteach/main.html

GlobalEnglish: http://www.efl.com

ESL House: http://www.eslhouse.com/

Peak English: http://www.peakenglish.com/

English Online: http://www.englishonline.net/

US Department of State, Educational and Cultural Affairs, English Language Programs: http://exchanges.state.gov/education/engteaching/

CUNY Gopher: gopher://cunyvm.cuny.edu/

ESL/EFL Educational Resources: http://www.wfi.fr/est/esl.html

ESL/EFL Resources: http://polyglot.lss.wisc.edu/lss/lang/esl.html

Activities for ESL Students: http://www.aitech.ac.jp/~iteslj/s/ or http://a4esl.org/

John's ESL/EFL Resources: http://johnsesl.terrashare.com/

DEIL/IEI Lingua Center: http://deil.lang.uiuc.edu/

Planet English: http://www.planetenglish.com/

ESL Resources, Games, Songs, Chat and Books: http://www.nanana.com/esl.html

ESL Magazine Online: http://www.eslmag.com/

The English Zone: http://www.tesol.com/

TESOL Online: http://www.tesol.edu/

DEEEP: http://www.ed.utah.edu/deeep/

Appendix 1. Web Site Characteristics

1. General Characteristics\Sites	TESL/TEFL Links	Dave's ESL Cafe	Englishtown	Linguistics Funland	NETEACH	Global English	ESL House	Peak English	English Online	US Dept. English Programs	CUNY Gopher
1. **Users**:											
Learners	Y	Y	Y			Y	Y	Y	Y		
Teachers	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y
Others				Y		Y					
2 **Audience**											
Local			Y			Y			Y		
Global	Y	Y		Y	Y		Y	Y		Y	Y
3. **Content**											
Own materials			Y			Y	Y	Y	Y		
Informational	Y			Y	Y					Y	Y
Mixed		Y									
4. **Site attributes**											
Comprehensive			Y			Y		Y	Y		
Supportive		Y		Y			Y			Y	
Liaison	Y				Y						Y
5. **Access**											
Unrestricted	Y	Y		Y	Y					Y	Y
Restricted									Y		
Mixed			Y			Y	Y	Y			
6. **Training**											
Full, accredited			Y								
Non-accredited						Y	Y		Y		
Support of the campus-based											
7. **Language**											
English	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Other languages			Y			Y					
Translation function			Y			Y					
8. **Provider**											
Government										Y	
Academic institution											Y
Business	Y		Y			Y	Y	Y	Y		
Individual		Y		Y	Y						

2. Technical Characteristics\Sites	TESL/TEFL Links	Dave's ESL Cafe	Englishtown	Linguistics Funland	NETEACH	Global English	ESL House	Peak English	English Online	US Dept. English Programs	CUNY Gopher
9. **Site features**											
Structure and organization	5	5	5	3	5	4	3	3	5	4	4
Design	2	5	5	2	5	4	1	4	5	4	1
Navigation	4	5	5	5	4	4	3	4	5	4	3
Update	4	4	5	4	5	0	0	4	5	5	1

10. **Search capabilities**											
Menu	Y	Y	Y	Y			Y	Y	Y	Y	Y
Site map				Y							
Search engine											
Local	Y			Y							
Global				Y							

3. Content Characteristics\Sites	TESL/TEFL Links	Dave's ESL Cafe	Englishtown	Linguistics Funland	NETEACH	Global English	ESL House	Peak English	English Online	US Dept. English Programs	CUNY Gopher
11. **Materials**											
Courses for learners			Y					Y	Y		
Learner's materials		Y	Y					Y			
Teacher's materials		Y						Y			
Lesson plans											
Ready-made lessons											
Texts											
Activities								Y			
Tests, quizzes		Y	Y					Y			
Bookstore		Y	Y	Y							
Reference materials											
Audio						Y	Y				
Video											
Computer courseware											
Multimedia						Y					
Online materials			Y			Y	Y	Y	Y		
12. **Material evaluation**											
Complete						Y	Y	Y	Y		
Authentic		Y	Y			Y	Y	Y	Y		
Current		Y	Y			Y	Y	Y	Y		
13. **Level**											
Beginning								Y			
Intermediate		Y						Y			
Advanced											
Multiple			Y	Y		Y	Y	Y	Y		
14. **Language skills**											
Reading			Y			Y	Y	Y	Y		
Writing			Y						Y		
Listening					Y	Y	Y	Y	Y		
Speaking						Y	Y	Y	Y		
Communication											
Grammar			Y		Y	Y	Y	Y	Y		
Vocabulary		Y	Y		Y	Y	Y	Y	Y		
Cultural		Y									
15. **Communication**											
Synchronous											
Chat		Y	Y					Y	Y		
Online conference											
Videoconferencing											

Asynchronous											
Email		Y	Y			Y	Y				
Bulletin Board		Y						Y			
Discussion forums		Y							Y		
Listservs					Y						
Penpals								Y			
16. **Support/help**											
Course support						Y					Y
Learner tips											
Strategies & techniques		Y									
Classroom management											
Expert problem solving											
Error analysis											
Cultural issues								Y		Y	
Teacher prof. development											
FAQ										Y	
References											
17. **Links**											
Other resource sites	Y	Y	Y	Y	Y		Y			Y	Y
Schools & colleges	Y			Y	Y						
Prof. organizations				Y	Y		Y			Y	
Online publications	Y			Y	Y					Y	Y
Link organization & structure	3	3	3	3	3		3			2	2
18. **Information**											
Professional news										Y	
Conferences											
ESL/EFL programs abroad			Y		Y					Y	
ESL/EFL programs in US										Y	
Jobs		Y			Y		Y			Y	

Appendix 2. Web Site Characteristics

1. General Characteristics\Sites	ESL/EFL Educ. Resources	ESL/EFL Resources	Activities for ESL Students	John's ESL/EFL Resources	DEIL/IEI Lingua Center	Planet English	ESL Resources, Games, Songs	ESL Magazine Online	The English Zone	TTESOL Online	DEEP
1. **Users**:											
Learners		Y	Y	Y	Y	Y	Y		Y		
Teachers		Y			Y		Y	Y	Y	Y	Y
Others	Y								Y		
2 **Audience**											
Local					Y						Y
Global	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
3. **Content**											
Own materials						Y					
Informational	Y	Y	Y		Y		Y	Y		Y	
Mixed				Y					Y		Y
4. **Site attributes**											
Comprehensive						Y			Y		Y
Supportive				Y	Y			Y		Y	

Liaison	Y	Y	Y				Y				
5. **Access**											
Unrestricted	Y	Y	Y	Y	Y		Y		Y	Y	
Restricted						Y		Y			
Mixed											Y
6. **Training**											
Full, accredited											Y
Non-accredited						Y			Y	Y	
Support of the campus-based					Y						Y
7. **Language**											
English	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Other languages											
Translation function											
8. **Provider**											
Government											
Academic institution					Y						Y
Business			Y			Y	Y	Y	Y	Y	
Individual	Y	Y		Y							

2. Technical Characteristics\Sites	ESL/EFL Educ. Resources	ESL/EFL Resources	Activities for ESL Students	John's ESL/EFL Resources	DEIL/IEI Lingua Center	Planet English	ESL Resources Games, Songs	ESL Magazine	The English Zone	TTESOL Online	DEEEP
9. **Site features**											
Structure and organization	2	4	2	4	5	5	2	4	3	4	5
Design	1	4	2	4	4	4	1	4	3	4	5
Navigation	0	4	4	4	5	4	2	2	3	4	5
Update	0	4	0	0	1	0	0	5	2	5	5
10. **Search capabilities**											
Menu	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Site map											Y
Search engine											
local		Y							Y	Y	Y
global					Y						Y

3. Content Characteristics\Sites	ESL/EFL Educ. Resources	ESL/EFL Resources	Activities for ESL Students	John's ESL/EFL Resources	DEIL/IEI Lingua Center	Planet English	ESL Resources Games, Songs	ESL Magazine	The English Zone	TTESOL Online	DEEEP
11. **Materials**											
Courses for learners						Y			Y		Y
Learner's materials				Y					Y		Y
Teacher's materials										Y	Y
Lesson plans											Y
Ready-made lessons									Y		
Texts											
Activities				Y					Y		
Tests, quizzes				Y					Y		
Bookstore				Y					Y		

Reference materials											
Audio											
Video											
Computer courseware											
Multimedia						Y					
Online materials									Y		Y
12. **Material evaluation**											
Complete									Y		Y
Authentic				Y						Y	Y
Current									Y	Y	Y
13. **Level**	0	0	0		0			0	0	0	0
Beginning				Y							
Intermediate				Y							
Advanced											
Multiple						Y					
14. **Language skills**											
Reading				Y							
Writing				Y							
Listening											
Speaking											
Communication				Y							
Grammar				Y					Y		
Vocabulary				Y		Y			Y		
Cultural											
15. **Communication**											
Synchronous											
Chat									Y		
Online conference											
Videoconferencing											
Asynchronous											
Email									Y		
BB/Message board									Y		
Discussion forums											
Listservs											
Penpals											
16. **Support/help**											
Course support						Y			Y		Y
Learner tips											Y
Strategies & techniques											
Classroom management											
Expert problem solving											Y
Error analysis											
Cultural issues											Y
Teacher prof. development								Y		Y	Y
FAQ									Y		
References											Y
17. **Links**											
Other resource sites	Y	Y	Y	Y	Y		Y	Y	Y		Y
Schools & colleges								Y			Y
Prof. organizations								Y			Y
Online publications		Y						Y			Y
Link organization & structure	1	4	3	3	3		2	3	2		4
18. **Information**											

Professional news										Y	Y
Conferences										Y	Y
ESL/EFL programs abroad		Y									
ESL/EFL programs in US											
Jobs		Y		Y	Y			Y	Y	Y	

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